

# Weekly Small Group Lesson Plan: Transitional Reader

Group: \_\_\_\_\_

Component	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading for Fluency</b> <i>(5-7 minutes)</i>					
<b>Word Study</b> <i>(8-10 minutes)</i>	Phonetic Features/ Spelling Patterns: _____				
<b>Reading and Writing</b> <i>(15-20 minutes)</i>	<b>Book:</b>  <b>Before:</b>  <b>During:</b>  <b>After:</b>	<b>Book:</b>  <b>Before:</b>  <b>During:</b>  <b>After:</b>	<b>Book:</b>  <b>Before:</b>  <b>During:</b>  <b>After:</b>	<b>Book:</b>  <b>Before:</b>  <b>During:</b>  <b>After:</b>	<b>Book:</b>  <b>Before:</b>  <b>During:</b>  <b>After:</b>

## Small Group Beginning Reader Lesson Plan (30 minutes)

Group: \_\_\_\_\_

Date: \_\_\_\_\_

Component	Time	Activity	Comments
<b>Rereading</b>	8-10 minutes		<input type="checkbox"/> Were the books too easy/ too hard / just right?  <input type="checkbox"/> Missed words:
<b>Word Study</b>	12-15 minutes	<b>High Frequency Word Work:</b>  <b>Manipulation:</b>  <b>Phonics Features:</b> <input type="checkbox"/> Picture/Word Sort <input type="checkbox"/> Writing sort  <b>Dictated Sentence/s (2-3x/wk):</b>	<input type="checkbox"/> HF words needing review:  <input type="checkbox"/> Able to blend / segment sounds in words during manipulation?  <input type="checkbox"/> Sorted correctly & automatically? <input type="checkbox"/> Self-corrected sorting errors? <input type="checkbox"/> Represented taught sounds correctly in writing sort  <input type="checkbox"/> Used capital letters with/ without prompt <input type="checkbox"/> Used punctuation with/ without prompt <input type="checkbox"/> Correctly represented target sounds? <input type="checkbox"/> Correctly spelled target HF words?
<b>New Reading</b>	8-10 minutes	<b>Title of Book (Level):</b> _____ 1. Read title with students & discuss cover.  2. Have students make a prediction.  3. Discuss pictures, words, & patterns in the book.  4. Students read the book independently.	<input type="checkbox"/> Were the books too easy/ too hard / just right?  <input type="checkbox"/> Missed words:  <input type="checkbox"/> Strategies applied:  <input type="checkbox"/> Used information from book introduction: yes / no

**Group:**

## Weekly Small Group Beginning Reader Lesson Plan

Component	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Rereading</b>  <i>(8-10 min.)</i>	Reread familiar books				
	Note: Use your new reading 4-5 times, then give the students a text only copy before you remove the book from rereading.				
<b>Word Study</b>  <i>(12-15 min.)</i>	High Frequency Word Work:	High Frequency Word Work:	High Frequency Word Work:	High Frequency Word Work:	High Frequency Word Work:
	Manipulation:	Manipulation:	Manipulation:	Manipulation:	Manipulation:
	Phonics Features: _____ Activity:	Phonics Features: _____ Activity:	Phonics Features: _____ Activity:	Phonics Features: _____ Activity:	Phonics Features: _____ Activity:
	Dictated Sentence:		Dictated Sentence:		Dictated Sentence:
<b>New Reading</b>  <i>(8-10 min.)</i>	Title:	Title:	Title:	Title:	Title:
	Level:	Level:	Level:	Level:	Level:
	Intro. Notes:	Intro. Notes:	Intro. Notes:	Intro. Notes:	Intro. Notes:

**EMERGENT READER**  
(APPROXIMATELY KINDERGARTEN LEVEL)

<p style="text-align: center;"><b>Word Study</b> (Phonological Awareness, Alphabet, Phonics)</p> <p style="text-align: center;"><i>40%</i></p>	<p><b>To develop alphabet recognition:</b></p> <ul style="list-style-type: none"> <li>• ABC song</li> <li>• Letter hunts</li> <li>• Upper and lower-case matching</li> <li>• Font sorts</li> </ul> <p><b>To develop letter-sound knowledge:</b></p> <ul style="list-style-type: none"> <li>• Emphasize sound production</li> <li>• Picture and object sorts for initial sound instruction</li> <li>• Draw and label; paste and label</li> <li>• Supported writing</li> <li>• Sound hunts</li> </ul> <p><b>To develop phonological awareness:</b></p> <ul style="list-style-type: none"> <li>• Word awareness (e.g., push marker for words in a sentence)</li> <li>• Rhyme awareness (e.g., read alouds with rhyming books, rhyming sorts, rhyme couplets, rhyme concentration, rhyme bingo)</li> <li>• Syllable awareness (e.g., syllable sorts, segmenting and blending at the syllable level)</li> </ul>
<p style="text-align: center;"><b>Reading Practice and Instruction</b> (Fluency)</p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To develop a concept of word:</b></p> <ul style="list-style-type: none"> <li>• Memorize nursery rhymes and jingles with opportunities to track print</li> <li>• Memorized reading of predictable early preprimer leveled text to track print</li> <li>• LEA to track print</li> <li>• Dictated captions of student drawings for tracking</li> <li>• Choral and echo reading of text while tracking</li> <li>• Cut up sentences from memorized text and reconstruct</li> <li>• Match word cards to words from memorized text</li> <li>• Hunt for target words in memorized text</li> <li>• Explicit instruction in print awareness during read alouds (e.g., parts of book, process of reading a page)</li> </ul>
<p style="text-align: center;"><b>Comprehension &amp; Vocabulary Instruction</b></p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To enhance comprehension development:</b></p> <ul style="list-style-type: none"> <li>• DL-TA format of read alouds</li> <li>• Use both fiction and nonfiction</li> <li>• Explicit instruction in “easier” comprehension strategies (e.g., relating to own experiences, predicting, accessing/assessing/building prior knowledge)</li> <li>• Explicit instruction in “early” story structure (e.g., problem/solution)</li> </ul> <p><b>To enhance vocabulary development:</b></p> <ul style="list-style-type: none"> <li>• Explicit instruction in new vocabulary through read alouds (e.g., modified concept of definition maps)</li> <li>• Read alouds and dramatic play</li> <li>• Concept sorts (e.g., concrete and topic/theme related)</li> </ul>
<p style="text-align: center;"><b>Writing Practice and Instruction</b></p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To develop letter formation:</b></p> <ul style="list-style-type: none"> <li>• Explicit instruction in letter formation (e.g., circles, up/down lines, diagonal lines)</li> </ul> <p><b>To apply word knowledge to writing:</b></p> <ul style="list-style-type: none"> <li>• Framed sentences</li> <li>• Draw and write captions</li> <li>• Journal writing (e.g., write in response to an “experiment”)</li> </ul>

**BEGINNING READER**  
(APPROXIMATELY FIRST GRADE LEVEL)

<p style="text-align: center;"><b>Word Study</b> <b>(Phonemic Awareness,</b> <b>Phonics, Spelling)</b></p> <p style="text-align: center;"><i>40%</i></p>	<p><b>To develop letter sound knowledge:</b></p> <ul style="list-style-type: none"> <li>• Picture and word sorts</li> <li>• Writing sorts</li> <li>• Word hunts</li> <li>• Analogy-based activities (e.g., “Words I Know”)</li> <li>• Use decodable books during reading instruction</li> </ul> <p><b>To develop reading strategies:</b></p> <ul style="list-style-type: none"> <li>• Develop additional word analysis strategies (e.g., analogies/chunking)</li> </ul> <p><b>To develop automaticity of high frequency words:</b></p> <ul style="list-style-type: none"> <li>• Word bank</li> <li>• Sentence Bingo</li> <li>• Sentence Concentration</li> </ul> <p><b>To develop phonemic awareness:</b></p> <ul style="list-style-type: none"> <li>• Segmenting and blending phonemes in single-syllable words</li> <li>• Manipulating phonemes in single-syllable words</li> </ul>
<p style="text-align: center;"><b>Reading Practice and</b> <b>Instruction</b> <b>(Fluency)</b></p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To develop fluency:</b></p> <ul style="list-style-type: none"> <li>• Daily reading at the independent level or familiar texts</li> <li>• Repeated readings</li> <li>• Text copies of previously read texts</li> <li>• Book introductions</li> <li>• Choral and echo reading</li> </ul>
<p style="text-align: center;"><b>Comprehension &amp;</b> <b>Vocabulary Instruction</b></p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To enhance comprehension development:</b></p> <ul style="list-style-type: none"> <li>• DL-TA format of read alouds</li> <li>• Use both fiction and nonfiction</li> <li>• Explicit comprehension strategy instruction through read alouds (e.g., relating to own experiences, predicting, accessing/ assessing/building prior knowledge, visualizing, monitoring)</li> <li>• Explicit instruction in story structure (e.g., beginning –setting the stage, middle – establishing the problem, end – solving the problem)</li> </ul> <p><b>To enhance vocabulary development:</b></p> <ul style="list-style-type: none"> <li>• Explicit instruction in new vocabulary through read alouds (e.g., concept of definition maps)</li> <li>• Read alouds and dramatic play</li> <li>• Concept sorts (e.g., concrete and topic/theme related)</li> </ul>
<p style="text-align: center;"><b>Writing Practice and</b> <b>Instruction</b></p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To apply word knowledge to writing:</b></p> <ul style="list-style-type: none"> <li>• Dictated sentences to allow for application of word knowledge instruction</li> </ul> <p><b>To enhance written language development:</b></p> <ul style="list-style-type: none"> <li>• Connect writing to reading (e.g., write a prediction, make a connection between the story and their own lives, write something they learned from the text)</li> <li>• Framed sentences</li> </ul>

**TRANSITIONAL READER**  
(APPROXIMATELY SECOND GRADE LEVEL)

<p style="text-align: center;"><b>Word Study (Decoding and Spelling)</b></p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To develop letter pattern knowledge:</b></p> <ul style="list-style-type: none"> <li>• Word sorts</li> <li>• Writing sorts</li> <li>• Word hunts</li> <li>• Analogy-based activities (e.g., “Words I Know”)</li> </ul> <p><b>To develop reading strategies:</b></p> <ul style="list-style-type: none"> <li>• Develop additional word analysis strategies (e.g., analogies/chunking)</li> </ul> <p><b>To develop automaticity of high frequency words:</b></p> <ul style="list-style-type: none"> <li>• Sentence Bingo</li> <li>• Sentence Concentration</li> </ul>
<p style="text-align: center;"><b>Reading Practice and Instruction (Fluency)</b></p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To develop fluency:</b></p> <ul style="list-style-type: none"> <li>• Daily reading at the independent level or familiar texts</li> <li>• Repeated readings</li> <li>• Timed Repeated Readings</li> <li>• Reader’s Theater</li> <li>• Radio Reading and Poetry Reading</li> <li>• Chunking strategies</li> <li>• Fluency checklists</li> <li>• Look for the Signal</li> </ul>
<p style="text-align: center;"><b>Comprehension &amp; Vocabulary Instruction</b></p> <p style="text-align: center;"><i>40%</i></p>	<p><b>To enhance comprehension development:</b></p> <ul style="list-style-type: none"> <li>• BDA format during read alouds and reading instruction</li> <li>• Explicit comprehension strategy instruction through read alouds and reading instruction (e.g., relating to own experiences, predicting, accessing/ assessing/building prior knowledge, visualizing, monitoring, asking questions)</li> <li>• Explicit instruction in text structure: narrative (e.g., characters, setting, problem, events, solution) and expository</li> </ul> <p><b>To enhance vocabulary development:</b></p> <ul style="list-style-type: none"> <li>• Explicit instruction in new vocabulary through read alouds and reading instruction (e.g., concept of definition maps)</li> <li>• Concept sorts (e.g., concrete and topic/theme related)</li> </ul>
<p style="text-align: center;"><b>Writing Practice and Instruction</b></p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To enhance written language development:</b></p> <ul style="list-style-type: none"> <li>• Connect writing to reading (e.g., write a prediction, make a connection between the story and their own lives, write something they learned from the text)</li> <li>• Writing process instruction</li> <li>• Framed paragraphs</li> <li>• Revision and editing checklists</li> <li>• Genre-based writing instruction</li> </ul>

**INTERMEDIATE READER**  
(APPROXIMATELY THIRD GRADE LEVEL AND BEYOND)

<p style="text-align: center;"><b>Word Study (Decoding and Spelling)</b></p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To develop word pattern knowledge:</b></p> <ul style="list-style-type: none"> <li>• Word sorts</li> <li>• Writing sorts</li> <li>• Word hunts</li> <li>• Analogy-based activities (e.g., “Words I Know”)</li> </ul> <p><b>To develop knowledge of multi-syllabic words:</b></p> <ul style="list-style-type: none"> <li>• Investigate inflectional endings added to long and short vowel single-syllable words</li> <li>• Investigate the junctures of syllables (e.g., open and closed)</li> <li>• Investigate vowel patterns in accented syllables</li> </ul> <p><b>To develop reading strategies:</b></p> <ul style="list-style-type: none"> <li>• Develop additional word analysis strategies (e.g., analogies/chunking)</li> </ul>
<p style="text-align: center;"><b>Reading Practice and Instruction (Fluency)</b></p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To develop fluency:</b></p> <ul style="list-style-type: none"> <li>• Daily reading at the independent level or familiar texts</li> <li>• Repeated readings</li> <li>• Timed Repeated Readings</li> <li>• Fluency Checklists</li> </ul>
<p style="text-align: center;"><b>Comprehension &amp; Vocabulary Instruction</b></p> <p style="text-align: center;"><i>40%</i></p>	<p><b>To enhance comprehension development:</b></p> <ul style="list-style-type: none"> <li>• BDA format during read alouds and reading instruction</li> <li>• Explicit comprehension strategy instruction through read alouds and reading instruction (e.g., relating to own experiences, predicting, accessing/ assessing/building prior knowledge, visualizing, monitoring, asking questions)</li> <li>• Explicit instruction in text structure: narrative (e.g., characters, setting, problem, events, solution) and expository</li> </ul> <p><b>To enhance vocabulary development:</b></p> <ul style="list-style-type: none"> <li>• Explicit instruction in new vocabulary through read alouds and reading instruction (e.g., concept of definition maps)</li> <li>• Concept sorts (e.g., concrete and topic/theme related)</li> </ul>
<p style="text-align: center;"><b>Writing Practice and Instruction</b></p> <p style="text-align: center;"><i>20%</i></p>	<p><b>To enhance written language development:</b></p> <ul style="list-style-type: none"> <li>• Connect writing to reading (e.g., write a prediction, make a connection between the story and their own lives, write something they learned from the text)</li> <li>• Writing process instruction</li> <li>• Framed paragraphs</li> <li>• Revision and editing checklists</li> <li>• Genre-based writing instruction</li> </ul>

## Reading and Word Study Levels

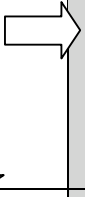
<b>Basal/Grade Level</b>	<b>Reading Recovery Level</b>	<b>Guided Reading Level</b>	<b>Reading Stage</b>	<b>Typical Word Study Stage</b>
Readiness	1	A	Emergent	Preliterate to Early Letter Name
	2	B	Emergent	Preliterate to Early Letter Name
PPA	3 & 4	C	Emergent to Beginner	Early-Mid Letter Name
PPB	5 & 6	D	Beginner	Letter Name
PPC	7 & 8	E	Beginner	Letter Name
Primer (1.1)	9 & 10	F	Beginner	Letter Name
	11 & 12	G	Beginner to Transitional	Late Letter Name
First (1.2)	13 & 14	H	Transitional	Late Letter Name to Early Within Word Pattern
	15, 16, 17	I	Transitional	Late Letter Name to Early Within Word Pattern
Second (2.1)	18, 19, 20	J	Transitional	Within Word Pattern
		K	Transitional	Within Word Pattern
Second (2.2)		L, M	Transitional	Within Word Pattern
Third		N, O, P	Transitional to Intermediate	Late Within Word Pattern to Early Syllables & Affixes
Fourth		Q, R, S	Intermediate	Syllables & Affixes



## Stages of Literacy Development

Stages of Literacy Development Over Time	Emergent Readers, Writers, Spellers	Beginning Readers, Writers, Spellers	Instructional Readers	
			Transitional Readers, Writers, Spellers	Intermediate Readers, Writers, Spellers
Approximate Reading Levels	Reading Level: Readiness - Preprimer A	Reading Level: Preprimer A/B – 1.2	Reading Level: 1.2 –2.2	Reading Level: 3 <sup>rd</sup> grade & higher
<b>READING</b>	<ul style="list-style-type: none"> <li>Lack voice to print match</li> <li>Do not attend to print in books</li> <li>Rely heavily on pictures</li> <li>Pretend read or memory read (“talk like a book”)</li> <li>May recognize name and some environmental print (e.g., McDonald’s logo)</li> <li>Develop phonological awareness skills (rhyme, alliteration, word, and syllable awareness)</li> </ul>	<ul style="list-style-type: none"> <li>Accurately track print &amp; fingerpoint</li> <li>Develop onset-rime and individual phoneme awareness</li> <li>Attempt to use letter-sound knowledge to decode words</li> <li>Recognize some high-frequency words automatically</li> <li>Slow, labored reading</li> <li>Whisper while attempting to read silently</li> </ul>	<ul style="list-style-type: none"> <li>Recognize many words automatically</li> <li>Begin to read more fluently</li> <li>May “chunk” unknown words and use analogy-based strategies</li> <li>Depend less on fingerpointing</li> <li>Begin to read silently</li> <li>Apply modeled comprehension strategies</li> <li>Develop an extensive vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Read fluently</li> <li>Read silently with expression</li> <li>Read a variety of genres</li> <li>Independently apply strategies for deciphering unknown words and meanings</li> <li>Continue to develop an extensive vocabulary</li> </ul>
<b>SPELLING</b>	<ul style="list-style-type: none"> <li>Emergent spellers: spellings bear no sound-symbol correspondence (e.g., scribbles, symbol salad, random letters)</li> <li>Incomplete alphabet knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Letter-Name spellers: correctly spell beginning and ending sounds in words; confuse medial vowels, blends, and/or digraphs</li> <li>May segment words orally and match sounds to letters</li> </ul>	<ul style="list-style-type: none"> <li>Within Word Pattern spellers: spell most short vowels, blends, and digraphs correctly; confuse long vowel, r-control, and/or abstract vowel patterns</li> </ul>	<ul style="list-style-type: none"> <li>Syllables and Affixes or Derivational Relations spellers: spell most single syllable vowel patterns correctly; learn pattern &amp; meaning based changes in multi-syllable words</li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Approximated writing; pretend write/draw</li> <li>Lack spaces between words</li> <li>Few or no words spelled conventionally</li> <li>Unable to read own writing</li> </ul>	<ul style="list-style-type: none"> <li>Segment speech sound-by-sound; often vocalize while writing</li> <li>Slow, labored writing</li> <li>May need help forming letters and reminders about spacing</li> <li>Learn to spell some high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Begin writing in phrases with greater ease and fluency</li> <li>Spell many high frequency words correctly</li> <li>Begin to focus on meaning</li> <li>Apply the writing process</li> <li>Learn to write simple paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Writing approaches fluency</li> <li>Length of writing steadily increases</li> <li>Use the revision and editing process independently</li> <li>Write summaries and reports</li> <li>Develop a personal voice and style</li> </ul>

## Instructional Examples Across the Stages of Literacy Development

<b>Stages of Literacy Development</b>  <b>Components of Instruction</b> 	<b>Emergent Readers</b> <b>(Readiness - Preprimer A)</b>  <i>Focus: Phonological Awareness</i>	<b>Beginning Readers</b> <b>(Preprimer A/B- 1.2)</b>  <i>Focus: Phonics</i>	<b>Instructional Readers</b>	
			<i>Transitional</i> <b>(1.2 – 2.2)</b>  <i>Focus: Fluency</i>	<i>Intermediate</i> <b>(3<sup>rd</sup> grade &amp; up)</b>  <i>Focus: Vocabulary &amp; Comprehension</i>
<b>Word Study &amp; Phonics</b>	<ul style="list-style-type: none"> <li>Phonological Awareness: rhyme, alliteration, word, &amp; syllable awareness</li> <li>Alphabet knowledge (letter recognition and sounds)</li> <li>Learning a few basic high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Phonological Awareness: blending and segmenting onset-rimes and phonemes</li> <li>Phonics/spelling instruction at Letter-Name stage: focusing on short vowels, blends, and digraphs</li> <li>Learning high-frequency words</li> <li>Word identification strategies</li> </ul>	<ul style="list-style-type: none"> <li>Word study/spelling instruction at Within Word Pattern stage: focusing on one-syllable vowel patterns (long, -r control, abstract)</li> <li>Word identification strategies</li> </ul>	<ul style="list-style-type: none"> <li>Word study instruction at Syllables and Affixes or Derivational Relations stage: focusing on meaning-based changes among words (e.g., changes at syllable juncture, affixes, roots)</li> <li>Shift from word identification strategies to word meaning strategies</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>Fingerpoint reading to memorized little books, rhymes, poems, &amp; jingles</li> <li>Choral and echo reading</li> </ul>	<ul style="list-style-type: none"> <li>Rereading instructional level texts</li> <li>Partner reading</li> <li>Choral reading of poetry</li> <li>Independent level reading</li> </ul>	<ul style="list-style-type: none"> <li>Rereading instructional level texts</li> <li>Timed repeated readings</li> <li>Readers' Theatre</li> <li>Poetry</li> <li>Partner reading</li> <li>Independent level reading</li> </ul>	<ul style="list-style-type: none"> <li>Amount and type of fluency instruction depend on students' needs for improving speed and/or expression</li> <li>Independent level reading</li> </ul>
<b>Comprehension &amp; Vocabulary</b>	<ul style="list-style-type: none"> <li>Interactive read-alouds to directly teach vocabulary and comprehension strategies (e.g., using prior knowledge, predicting, relating to own experience)</li> <li>Mix of narrative and expository texts</li> <li>Shared reading</li> <li>Oral language development</li> <li>Dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>Interactive read-alouds to directly teach vocabulary and comprehension strategies (e.g., using prior knowledge, predicting, relating to own experience, visualizing, monitoring)</li> <li>Shared reading</li> <li>Students read a variety of preprimer to first grade level texts: predictable, decodable, controlled vocabulary</li> <li>Mix of narrative and expository texts</li> </ul>	<ul style="list-style-type: none"> <li>Interactive read-alouds to directly teach vocabulary and comprehension strategies (e.g., using prior knowledge, predicting, relating to own experience, visualizing, monitoring, asking questions, summarizing)</li> <li>Students read first to second grade level narrative and expository texts, including early chapter books</li> <li>Students practice comprehension strategies and learn vocabulary during small group reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>Interactive read-alouds to directly teach vocabulary and comprehension strategies (e.g., using prior knowledge, predicting, relating to own experience, visualizing, monitoring, asking questions, summarizing)</li> <li>Students read a variety of genres</li> <li>Students read to learn vocabulary and concepts; using books as sources for information</li> <li>Learn to apply comprehension and vocabulary strategies independently</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Journal writing</li> <li>Letter formation/ handwriting</li> <li>Pattern writing, framed sentences, draw &amp; label, etc.</li> <li>Dictated words/sentences</li> <li>Interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>Journal writing</li> <li>Handwriting</li> <li>Learning writing process</li> <li>Dictated sentences to apply letter-sounds and sight words</li> <li>Interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>Journal writing</li> <li>Applying writing process</li> <li>Producing narratives and simple explanations</li> </ul>	<ul style="list-style-type: none"> <li>Journal writing</li> <li>Refining writing process</li> <li>Organizing and writing paragraphs</li> <li>Developing a personal voice</li> </ul>

## Stages of Spelling Development

Layer	Spelling Stage	Spelling Stage Characteristics	Examples
<b>Alphabet</b>	<b>Emergent/ Preliterate</b>	<ul style="list-style-type: none"> <li>No concept of word</li> <li>May use random marks or symbol salad</li> <li>May represent salient sounds</li> <li>Learning ABCs</li> </ul>	mkB9 = dog  s = house
	<b>Letter Name</b>	<ul style="list-style-type: none"> <li>Have at least a rudimentary concept of word</li> <li>Represent initial and final sounds</li> <li>Use medial vowels</li> <li>Acquire basic letter-sound relationships (e.g., word families, blends, digraphs, short vowels)</li> </ul>	dg= dog  jriv= drive  brach= branch  flat  swing
<b>Pattern</b>	<b>Within-Word Pattern</b>	<ul style="list-style-type: none"> <li>Mastery of basic letter-sound relationships</li> <li>Attend to pattern features of spelling (e.g., long vowel patterns, diphthongs, complex consonant clusters)</li> </ul>	feat= feet  strayt= straight  burd= bird  chain  couch
	<b>Syllable Juncture</b>	<ul style="list-style-type: none"> <li>Mastery of phonics in single syllable words</li> <li>Attending to patterns in multisyllabic words with emphasis on syllable stress (e.g., patterns in the stressed and unstressed syllables, consonant doubling and e-dropping)</li> </ul>	snaping=snapping  smileing=smiling  doubel=double  believe
<b>Meaning</b>	<b>Derivational Relations</b>	<ul style="list-style-type: none"> <li>Attending to meaning based changes in spelling (e.g., assimilated prefixes, vowel changes, Greek and Latin roots)</li> </ul>	dependant=dependent  incredable=incredible  inquisition

## Small Group Transitional Reader Lesson Plan (30 minutes)

**Group:** \_\_\_\_\_

Date: \_\_\_\_\_

Component	Time	Activity	Comments
<b>Reading for Fluency</b> <i>(Speed &amp;/or Expression)</i>	5-7 minutes		
<b>Word Study</b>	8-10 minutes	<b>Phonetic Features/Spelling Patterns:</b> _____  Choose 1-2 activities below: <input type="checkbox"/> Word Sort <input type="checkbox"/> Speed Sort <input type="checkbox"/> Writing Sort <input type="checkbox"/> Word Hunt <input type="checkbox"/> Building Words <input type="checkbox"/> Game	
<b>Reading and Writing</b>	15-20 minutes	<b>Book:</b> _____ <b>Before:</b>          <b>During:</b>          <b>After:</b>	

## Sample Word Study Progression

Preliterate Spellers																					
Letter	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Names	V	W	X	Y	Z																
Initial	s	m	a	t	f	r	i	d	o	l	g	h	u	c	b	n	k	v	e		
Sounds	w	j	p	y	z																

Letter-Name Spellers	
<b>I. Initial &amp; Final Sounds</b>	Continue with sequence for initial sounds
<b>II. Word Families:</b>	<b>Examples:</b>
Short A	_at _an _ad _ap _ag _ack
Short I	_it _in _ip _ig mixed short i words
Short O	_og _ox _op _ot mixed short o words
Review Families (A, I, O)	_ack _ock _ick short i/a/o words
Short U	_un _ug _um _ut _ud mixed short u words
Short E	_ed _et _en mixed short e words
Review All Families	Mixed Short A, E, I, O, U Families

<b>III. Digraphs: (2 letters that make 1 sound)</b>	<b>Examples:</b> sh ch th qu wh
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<b>IV. Blends: (3 types: L, S, and R)</b>	<b>Examples:</b>
L-Blends	sl fl bl cl pl gl
S-Blends	sm sp st sn sc sw sk
R-Blends (most difficult blends)	fr gr br tr dr cr pr

<b>V. Medial Short Vowel Comparisons</b>	Short a vs. Short e words Short o vs. Short u words Short a , i, o words Short e vs. Short i words Review medial short vowels
<b>VI. Preconsonantal Nasals</b>	<b>Examples:</b> -ing, -ang, -ung -ank, -unk -amp, -ump

## Within Word Pattern Spellers

<b>I. Common Long Vowels: E-Marker</b> (Sort e-marker vs. Medial Short Vowel)	<b>Examples:</b> Short a vs. long a_e (e.g., hat vs. hate) Short i vs. long i_e Short o vs. long o_e
<b>II. Simple R-Controlled Vowels</b>	<b>Examples:</b> ar or er
<b>III. Common Long Vowel Patterns</b>  (sort long vowel pattern vs other known patterns) Example: <b>ay</b> vs <b>a_e</b> vs <b>short a</b> <b>tray</b> vs. <b>take</b> vs <b>tan</b>	<b>Examples:</b> (A) Short a, ai, a_e; a_e, ai, ay (E) Short e, ea, ee (I) Short i, i_e, igh; (O) Short o, o_e, oa; ow, oa, o_e (U) Short u, u_e, ew; ew, ui
<b>IV. Complex Consonant Patterns:</b> Less Common Digraphs Triple Blends Final Patterns Soft/silent Consonants	<b>Examples:</b> Digraphs: qu wh Triple blends: scr, shr, spl, spr, squ, str, thr Final Patterns: _ck _ke _k _ch _tch _ge/dge Soft/Silent Consonants: g / c gn/kn mb/wr
<b>V. R-Controlled Vowels</b> (sorted with simple r-controlled &/or common long vowel patterns)	<b>Examples:</b> are air ar ore oar or er ear eer ir ire ier ur ure
<b>VI. Other Vowel Patterns</b>	<b>Examples:</b> al au aw ou ow; oo, ou oi oy
<b>VII. Homophones, Contractions, &amp; Simple Endings</b> (See complete lists in Ganske's Word Journeys on pp. 223- 226)	<b>Examples:</b> Homophones: meat/meet pear/pare Contractions: Am (I'm) are (we're) had (hadn't) is (isn't) Simple Endings: ing s ed er est

## Syllables & Affixes Spellers

<b>I. What is a syllable?</b> Compound Words Polysyllabic Words	<b>Example: Counting syllables in compound words</b> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">2 hotdog</div> <div style="text-align: center;">3 weathervane</div> <div style="text-align: center;">4 anchorwoman</div> </div>
<b>II Singular vs. Plural Nouns</b>	<b>Examples:</b> apple vs apples (add s) leash vs leashes (add es) fly vs flies (drop y, add "ies")
<b>III. Double, Drop, or Nothing (inflected endings: ed, ing)</b>	<b>Examples:</b> ing <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">Doubling Quit (quitting)</div> <div style="text-align: center;">e-drop use (using)</div> <div style="text-align: center;">nothing blush(blushing)</div> </div>
<b>IV. Open vs. Closed Syllables</b>	<b>Examples:</b> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <b>Open (long sound)</b>            Go, labor, mobile         </div> <div style="text-align: center;"> <b>Closed (short sound)</b>            rabbit camel         </div> </div>
<b>V. Open vs. Closed Syllables -inflected</b>	<b>Examples:</b> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <b>Open (long sound)</b>            fading, naming baking         </div> <div style="text-align: center;"> <b>Closed (short sound)</b>            lending, , hopping         </div> </div>
<b>VI. VCV Patterns</b> Same letters vs. different letters Open vs. closed	<b>Examples:</b> <i>(notice vowel pattern at syllable junctures)</i> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <b>VCV same</b>            kitten, happy, sitting         </div> <div style="text-align: center;"> <b>VCV different</b>            number elbow sister         </div> </div>
<b>VII. Syllable Stress</b>	<b>Examples:</b> <i>(notice where stress occurs)</i> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">1 kitten canyon</div> <div style="text-align: center;">2 suppose allow</div> </div>
<b>VIII. Vowel Patterns in the Stressed Syllable</b>	<b>Examples:</b> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">oi embroider appoint</div> <div style="text-align: center;">oy enjoy loyal</div> </div>
<b>IX. Homophones &amp; Homographs</b>	<b>Examples:</b> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <b>Homophones</b>            kernel / colonel            Chili / chilly         </div> <div style="text-align: center;"> <b>Homographs</b>            rebel vs rebel            present vs present         </div> </div>
<b>X. Vowel Patterns in the Unstressed Syllable</b>	<b>Examples:</b> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">           _el            model            travel         </div> <div style="text-align: center;">vs</div> <div style="text-align: center;">           _le            apple            little         </div> </div>
<b>XI. Prefixes &amp; Suffixes &amp; Base Words</b>	<b>Examples:</b> pre_ (predetermine, preselect, premature) _ly (quickly, slowly, strongly)

## Derivational Constancy Spellers

<b>I. Silent and Sounded Consonants</b>	<b>Examples:</b> muscle/ muscular      sign/signal <u>h</u> eir/ in <u>h</u> erit      assign/assignation
<b>II. Consonant Changes (Alternations)</b>	<b>Examples:</b> office/ official instruct/ instruct <u>i</u> on
<b>III. Vowel Changes (Alternations)</b>	<b>Examples:</b> ple <u>a</u> se/ ple <u>a</u> sant      mobile/ mob <u>i</u> lity produ <u>c</u> e/ produ <u>c</u> tion
<b>IV. Latin Derived Suffixes</b>	<b>Examples:</b> able    ible ant    ance    ancy ent    ence    ency ary    ery    ory ity
<b>V. Doubling with Polysyllabic Base Words</b>	<b>Examples:</b> defer = deferred, deferring transmit = transmitted, transmitting
<b>VI. Homographs and Plurals</b>	<b>Examples:</b> separate/ separate      delegate/ delegate radius/ radii      addendum/ addenda
<b>VII. Assimilated (Absorbed) Prefixes</b>	<b>Examples:</b> accelerate (ad + celerare) efface (ex + face) immoral (in + moral)
<b>VIII. Greek and Latin Roots</b>	<b>Examples:</b> homo: homogenize, homophone, homogenous... tele: telecast, telescope, telephone, telegram....
Since much of the focus during this stage is on derivationally related words, pairs of words are often presented.	



# Small Group Emergent Reader Lesson Plan (30 minutes)

Group: \_\_\_\_\_

Date: \_\_\_\_\_

Lesson # \_\_\_\_\_

Component	Time	Activity	Comments
<b>Alphabet &amp; Beginning Sounds</b>	10-12 minutes	<b>ABC Tracking:</b>  <b>Letter Recognition and Letter Sounds:</b>  <b>Writing (2-3x/week):</b>	<input type="checkbox"/> Can students track accurately?  <input type="checkbox"/> Can students identify the letters/ Sounds?  <input type="checkbox"/> Can students sort correctly & automatically?  <input type="checkbox"/> Can write the letter/sound?
<b>Word Awareness – Developing Concept of Word</b>	10 minutes	<b>Story, poem, OR song title:</b> _____  <b>COW Activity:</b>	<input type="checkbox"/> Text was easy / hard to track <input type="checkbox"/> No. of times read: 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ____  <input type="checkbox"/> Describe their fingerprinting:
<b>Language Play</b>	8-10 minutes	<b>Phonological awareness task: (<i>circle one</i>)</b> <i>Rhyme Awareness Beginning Sounds</i> <i>Word Awareness Syllable Awareness</i>  <b>Title of Book:</b> _____ <b>Activity:</b>	<input type="checkbox"/> Phonological awareness task was easy / hard / just right?  <input type="checkbox"/> Reading of book: 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>  <input type="checkbox"/> Other:

**Group:**

<b>Weekly Small Group Emergent Reader Lesson Plan</b>
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Component	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Alphabet &amp; Beginning Sounds</b>  <i>(10-12 min.)</i>	ABC Tracking:  Letter Recognition & Letter Sounds:  Letter/ Sound Writing:	ABC Tracking:  Letter Recognition & Letter Sounds:  Letter/ Sound Writing:	ABC Tracking:  Letter Recognition & Letter Sounds:  Letter/ Sound Writing:	ABC Tracking:  Letter Recognition & Letter Sounds:  Letter/ Sound Writing:	ABC Tracking:  Letter Recognition & Letter Sounds:  Letter/ Sound Writing:
<b>Word Awareness-Developing Concept of Word</b>  <i>(10 min.)</i>	Story, poem, or song title: <hr/> COW Activity:	Story, poem, or song title: <hr/> COW Activity:	Story, poem, or song title: <hr/> COW Activity:	Story, poem, or song title: <hr/> COW Activity:	Story, poem, or song title: <hr/> COW Activity:
<b>Language Play</b>  <i>(8- 10 min.)</i>	Targeted level of Phonological Awareness:  Book to Read: <hr/> Activity:	Targeted level of Phonological Awareness:  Book to Read: <hr/> Activity:	Targeted level of Phonological Awareness:  Book to Read: <hr/> Activity:	Targeted level of Phonological Awareness:  Book to Read: <hr/> Activity:	Targeted level of Phonological Awareness:  Book to Read: <hr/> Activity: